

The nature and consequences of school choice

Citation for published version (APA):

Zöhlitz, U. N. (2014). *The nature and consequences of school choice*. [Doctoral Thesis, Maastricht University]. Maastricht University. <https://doi.org/10.26481/dis.20140207uz>

Document status and date:

Published: 01/01/2014

DOI:

[10.26481/dis.20140207uz](https://doi.org/10.26481/dis.20140207uz)

Document Version:

Publisher's PDF, also known as Version of record

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

www.umlib.nl/taverne-license

Take down policy

If you believe that this document breaches copyright please contact us at:

repository@maastrichtuniversity.nl

providing details and we will investigate your claim.

Propositions
accompanying the dissertation

The Nature and Consequences of School Choice

by Ulf Zölitz

1. The literature on school quality does not provide a distinct definition of what constitutes school quality. (Chapter 2)
2. Policies aiming to increase school competition may be the tide that lifts all boats, but they might also foster school specialization in the long run. (Chapter 3)
3. Attending a school with higher average achievement test scores fosters the development of early cognitive skills. (Chapter 4)
4. Field experiments can be a major source of knowledge, but conducting them requires persuasiveness, as well as perseverance. (Chapter 5)
5. Students achieve higher grades when their class contains less “bad apples” and, surprisingly, also fewer “shining lights”. (Chapter 6)
6. The worst fallacy in this business is to assume that the abilities, the motivation, the skills are fixed at birth – they are not. (James Heckman)
7. Conscientiousness and intelligence are to a large degree substitutes in the process of acquiring a PhD.
8. For many economists, the search for exogenous variation has become more important than the search for exciting research questions.
9. I got 99 problems, econometrics ain't one. (The Metric-Gang)
10. Lessons for acquiring a PhD from slacklining: Pick your focus, plan the next steps and maintain your balance.